Modalities and Tools of International Business Education

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"I hear and I forget. I see and I remember. I do and I understand."
— Confucius (551 BC – 479 BC)

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IN THE LAST DECADE, NEW MODELS for learning and teaching international business have evolved. Included among them are experiential exercises, simulations, global consulting projects, blended learning models, service learning, technology enriched exercises.

In the first article, written by Professor Basil J. Janavaras, we learn about an innovative way to teach/learn via the internet. The author defines and advocates project-based learning which focuses on learning by doing, working in a team, and using the internet as a medium for knowledge-dissemination, discussion and analysis. Janavaras shows the different modules available for global marketing managers along with the specific topics covered in each module. Learning outcomes as well as evidence from the literature is presented. Learning-centered, experiential, web-based models of teaching international business show potential.

The second article discusses a reductionist game in international entrepreneurship. This game explains to students why nations trade using a longitudinal simulation. The game can be used as a teaching tool comparable to a collection of cases as it exposes the students to a number of firms specific and country specific decisions. Students also have to access the outcome of their decisions in successive periods, and adjust their decisions accordingly. Nations trade because individual firms within nations make decisions to manufacture and sale their products in each other's markets.

The last article in this issue revisits the SWOT analysis in international business. SWOT is used in both the simulations discussed in the above articles and is probably the most heavily used method for situational analysis (spanning from company, industry and country studies). Professor Marilyn Helms reviews the extant literature and discusses how SWOT is used in international business education, what we have learned from SWOT, as well as problems associated with this tool.

This issue provides two simulations based on real and construed companies as well as a review of a popular analytic tool. *AIB Insights* seeks articles to further the use and review of a variety of teaching tools and modalities in international business.

Teaching and Learning Global Marketing Using the Web

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THE INTRODUCTION AND INTEGRATION of various emerging technologies into the teaching and learning classroom experience seems to be a growing and irreversible trend. This more experiential hands-on approach that aims to bring reality into the classroom enables students to apply, and to a certain extent, test the theoretical knowledge being acquired. The Global Marketing Management System Online (GMMSO) web-based software addresses one of the most important challenges faced by international business faculty, how to bring the real world into the classroom or training environment, by providing the needed platform and systematic step-by-step process to support students in their roles as managers and decision makers in a global setting. Students are provided with an interactive, engaging, and innovative research and planning tool which helps them to bridge the gap between theory and the rigorous decision making process of solving real, complex business problems. The GMMSO (www.gmmso3.com) is essentially a Project-Based Learning (PBL) tool designed to be used for international business projects as a part of a course or on its own.

The purpose of this article is to discuss the rationale for using PBL web-based tools in teaching international business courses, the GMMSO software and the learning outcomes and benefits to students and instructors alike. This article suggests that the GMMSO software is critically different from other international business simulations because it is (a) holistic, (b) integrative and interactive, (c) cognitive and experiential, (d) innovative and resourceful, (e) illustrative (case studies), and (f) multidimensional. Results based on surveys conducted by instructors confirm that the software enhanced the students' international business understanding and improved their team working and critical thinking skills.

Project-Based Learning (PBL)

Project-Based Learning (PBL) is a model that organizes learning around projects. Research projects are complex tasks, based on challenging questions or problems that involve students in design, problem-solving, decision making, or investigative activities. They also provide students with the opportunity to work relatively autonomously over extended periods of time and culminate in realistic products or presentations (Jones, Rasmussen, & Moffitt, 1997). According to Shields (2005), PBL incorporates methods from problem-based learning, cooperative learning, constructive learning, active learning, and project management theory. Developing workplace know-how should be

the main objective of any project-based learning. Shields identifies five competency areas that projects should address: (1) the ability to identify, organize, plan and allocate resources, (2) interpersonal skills, (3) the ability to acquire and use information, (4) the ability to understand complex interrelationships, and (5) the ability to work with a variety of technologies.

Interactive learning, made possible with the arrival of the World Wide Web, has a lasting impact on a person's ability to retain and understand information as described by the classic study conducted by the National Training Laboratory's "Learning Pyramid" (DeKanter, 2005). As represented by the statistics on retention rates from different learning formats below, students will have a greater opportunity to learn and retain the information presented in the web-based tools than by simply learning the material in a traditional way:

- Teach others/use immediately: 90%
- Practice by doing: 75%
- Discussion group: 50%
- See a demonstration: 30%
- Learn from audio/visual: 20%
- Reading: 10%
- Lecture: 5%

Using web-based learning tools is a natural progression for education. Currently four out of five managers under the age of 34 have significant video game experience. With this new "gamer" group also comes a new belief system, which arguably better equips gamers than non-gamers (Beck & Carstens, 2005). Beck and Carstens (2005) have shown that games and simulations help to build users' confidence in their own abilities, develop leadership skills, and improve self-dependence.

Despite the lack of a universally accepted model or theory of PBL, five criteria should be considered when determining the effectiveness of a model: centrality, driving question, constructive investigations, autonomy, and realism. First, projects must be central to the curriculum and not peripheral, meaning that projects are the curriculum. Second, projects should be designed to force students to encounter and struggle with the central concepts and principles of the discipline. Third, projects should create constructive investigation that involves inquiry, knowledge building, and resolution. Fourth, projects are student-driven and

not instructor-led or scripted. Fifth, projects should be realistic and relate to the real world (Thomas, 2000). According to Shields (2005), PBL focuses on both the process and product of an assignment, develops the ability to adapt to change, and develops team dynamic and project management skills.

The more recent explosive growth in web-based learning or other technological pedagogical resources has been achieved, but not without major debates between practitioners of the traditional school of classroom lecture-based teaching and the new school of interactive learning. Reluctance or even resistance to the introduction of innovations such as web-based learning and teaching to a university can be explained because the process can be complex and unsettling to the existing structure and require changes at various levels (Samarawickrema & Stacey, 2007). These authors suggest that the introduction of technology and more innovative teaching and learning methods in most universities starts with the basic provision of distance education done through the use of learning management systems (LMS). Thompson et al. (2001) suggest that universities seem to be gradually adopting more mixed mode methodologies including online approaches and there is a shift from distance-based learning strategies to screen-based pedagogical methods, of which the GMMSO software is an example.

The GMMSO Software Approach

The approach termed Global Marketing Management System Online (GMMSO) provides a comprehensive systematic and integrative strategic marketing planning process designed to guide managers through a corporate decision-making process with reference to seeking opportunities and attaining global market share, as Figure 1 shows.

Figure 1: The GMMSO Approach

The GMMSO approach finds its theoretical and empirical justification from the international business and strategic management literature (Cavusgil, 1980; Ghoshal & Bartlett, 1991; Grosse & Behrman, 1992; Holt-

brugge, 1997). Regarding international marketing management literature, Kotabe and Helsen (2001: 578–580) mention that the content of a global strategic marketing plan that guides strategic and tactical marketing decisions usually covers four areas:

- Market situation analysis
- Objectives for each country
- Strategies and resource allocation
- Action plans (for each marketing mix element)

Hollensen (2007: 670–673) describes the stages in the development of a global marketing plan as follows:

- Deciding whether to internationalize
- Deciding which markets to enter
- Developing market entry strategies
- Designing the global marketing program – developing the international marketing mix
- Implementing and coordinating the global marketing program according to the allocation of marketing resources indicated in the marketing budget

Research evidence seems to indicate that one of the immediate consequences of increasing adoption of technology into the classroom is the shift from lecturer and lecture discussion to student-centered learning (Marcus, 2006). It is important to mention that this is a key aspect of the GMMSO system analyzed in this paper. Girgin and Stevens (2005) argue that a student-centered classroom approach involving discussion, critical analysis, and group work, instead of the teacher-centered classrooms more focused on lecture and recitation, provides more opportunities for research and interactive discussion. This seems to be consistent with Williams' (1992) findings showing that students' involvement and retention seems to be higher in a student-centered learning approach where lecturers adopt a more facilitative role as opposed to performing as a simple source of knowledge and expertise. Recent research by Samarawickrema and Stacey corroborates previous studies showing that innovation and technology adoption in teaching and learning provide "effective, efficient, relevant, interesting, learner-centered, web-based learning experiences" (Samarawickrema & Stacey, 2007: 317).

Description of the GMMSO

The challenge most software designers face, as noted by Kirkley and Kirkley (2005), is to figure out how to bring the real world into the classroom or training environment (making the project realistic). The GMMSO is an attempt to respond to the challenge. Its aim is to assist marketing managers as well as students to research global markets and develop effective international marketing plans and strategies.

As Figure 1 shows, the GMMSO provides the platform and a systematic step-by-step process needed to support users in their roles as managers and decision makers in a global setting. It enables users to:

- Conduct a company situation analysis in global context
- Identify countries with high market potential for the company's product/service
- Conduct and in-depth market/competitive analysis and select the best country market
- Determine the best entry mode strategy and develop the marketing plan

The GMMSO leads to a systematic gathering and evaluating of information to build a learning experience that stimulates students using online resources. The expected outcome is a comprehensive and dynamic international marketing plan, which can be executed anywhere in the world.

Students, working individually or in groups, have an opportunity to integrate all functional business areas, assess the impact of environmental forces on business decisions and bridge the gap between theory and practice.

As Figure 2 shows, the software consists of four phases.

Figure 2: GMMSO Phases

Module 1: Company Situation Analysis

The objective of Module 1 is to conduct an in-depth situation analysis of a company by following the procedure below.

- Choose an industry and a company within the industry

1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	
Company Analysis	Intl Involvement	Industry Analysis	Target Mrkt Profile	Product Profile	Global Readiness	S.W.O.T Analysis	Conclusion & Recommendations	Report

- Select:
  - A specific product line / service of the chosen company. (If more than one product lines / services are available).
  - If you choose a retail establishment as your company, you need to decide on the merchandise mix to be included in your overseas operation (e.g. Target, McDonald's, Starbucks, Best Buy etc).
- Conduct an internal analysis of the company.
- Determine the international involvement, if any, of the company.
- Conduct a product / market analysis for the company's chosen product(s) or service(s).
- Evaluate the performance of the chosen industry and identify the trends in the industry.
- Determine the company's readiness to do business in the international arena.
- Conduct a S.W.O.T (Strengths, Weaknesses, Opportunities and Threats) analysis of the company.
- Briefly state your conclusions and recommendations for Module 1.

Module 2: Global Market Search — Selecting Country Markets

2.1	2.2	2.3	2.4	
Country Selection	Criteria Selection	Country Evaluation	Conclusion & Recommendations	Report

The objective of Module 2 is to identify high potential country markets for your company's product(s) or service(s) for the purpose of either exporting or manufacturing products in the selected markets by following the procedure below.

- Research and select a minimum of five (5) and a maximum of ten (10) countries. These are the country markets which you will analyze, score, and rank throughout phase 2
- Select criteria (macro level / market accessibility / micro-level) that are essential in determining high potential country markets for your company's product(s) / service(s).
- Determine the relative importance (weight) of each criterion on a scale of 1-100. Enter the values and rank on a scale of 1-5 relative to the other countries values.
- State your conclusions and recommendations for Module 2.

Module 3: In-Depth Market Analysis

3.1	3.2	3.3	3.4	3.5	3.6	3.7
Contacts	Market and Company Sales Potential	Competitive Analysis	Country Entry Conditions	Financial and Market Entry Conditions	Best Target Market Country	Conclusion & Recommendations

The objective of Module 3 is to identify the best target market country for the company and its products/services by using the following procedure:

- Select the top two countries based on the country scores in Module 2.
- Develop business contacts who are more familiar with each of the identified target market countries:
  - Agents/Distributors
  - Government agencies
  - Associations and organizations
  - Letters of inquiry
- Develop a profile for the top two (2) competitors in the target market in each country. Include for each an assessment of product attributes and benefits, market share, sales, market positioning, and competitor strengths and weaknesses.
- Determine the company's market sales potential and market share.
- Analyze in detail the current market-entry conditions for each target market country. Include for each an analysis of payment and financing methods, import and export regulations, licensing, registrations, transportation, and documentation.
- Analyze the existing distribution channels in each country to determine whether they are appropriate for your particular product/service.
- Select the market with the highest potential by ranking each country using the following five categories:
  - Quality and strength of your contact in each country.
  - Degree and level of market competition in each country.
  - Highest market sales potential in each country.
  - Most favorable market entry conditions in each country.
  - Most suitable market channel structure in each country.
- State your conclusions and recommendations for Module 3.

Module 4: Entry Strategy and Marketing Plan

4.1	4.2	4.3	4.4	4.5	4.6	4.7	
Entry Mode	Product/Market Strategy	Pricing Strategy & Plan	Promotional Strategy & Plan	Distribution Strategy and Plan	Projected Profit/ Loss (P/L) Statement	Conclusion & Recommendations	Report

The objective of Module 4 is to develop entry strategies and marketing plans that are based on company strengths relative to the competition (some of the information collected in Modules 1 and 3 can be useful in completing Module 4.)

- Determine the best mode of entry for the company's product by evaluating alternative entry strategies.
- Develop marketing strategies and action plans that will most successfully penetrate the target market country.
- Segment the target market country using demographic, geographic, socio-cultural and/or psychographic variables.
- Based on in-depth analysis and estimates of sales potential for the target market country (Module 3), develop sales and profit objectives for the targeted market segments over the duration of the plan.
- Develop market penetration and coverage objectives that fully exploit market opportunity.
- Determine whether the company should create, extend, and/or adapt its current product/service.
- Determine the best pricing strategy and method for the company's product after investigating terms of sale and value added costs in the target market.
- Develop an effective promotional strategy by carefully matching company resources with perceived product/service benefits and buyer behavior in the target market.
- Determine the best distribution strategy and channels for the company's product/service in the target market.
- Based on entry strategy and the developed marketing mix, create an international marketing budget and profit plan that includes a cost of entry strategy, forecast of future sales, projected income statement, and breakeven analysis for the target market.
- Consider the company's existing organizational structure and whether or not it serves the objectives of the company as best it could.
- Make conclusions and recommendations.

Learning Outcomes

As a result of using the GMMSO software as a key teaching and learning tool students should learn how to:

- Research, analyze, interpret, and use data to make business decisions in a global setting.
- Apply what they learn in the classroom or training environment.
- Integrate knowledge from all functional business areas and be able to make decisions in a global context.
- Perform a situation analysis of a company in a global context.
- Practice how to research global markets.
- Identify and evaluate high potential country markets for company's products/services.
- Conduct competitive analysis.
- Determine best entry mode strategies.
- Develop customize marketing plans and strategies.
- Use internet resources and information effectively.

The GMMSO approach leads to a systematic gathering and evaluating of information to build a learning experience that stimulates students using online resources. This approach seems to be consistent with that suggested by Chickering and Gamson (1999). These authors recommend "Seven principles for good teaching practice" encouraging: (1) interaction between students and faculty, (2) development of reciprocity and cooperation among students, (3) use of active learning techniques, (4) provision of prompt feedback, (5) emphasis of time on task, (6) communication of high expectations, and (7) respect for diverse talents and ways of learning.

Several surveys (Gomes & Janavaras, 2008; Janavaras, 2007; Janavaras, Gomes, & Young, 2008) have proven that GMMSO software is an excellent way for students to enhance their understanding of decision making in international management and bridge the gap between theory and practice.

Benefits to Instructors

These web-based tools provide instructors the ability to bring the real world into the classroom, while offering an interesting, engaging and stimulating environment to their students.

Some of the instructor benefits include:

- Minimum preparation time
- Instructor's manual and PP presentations
- Ability to monitor student progress and review completed projects online
- Real-time business tools
- User friendly (need basic computer skills only; detailed instructions are provided to guide you in completing the process).

- Interactive and integrative (students can work independently or as a members of a team from anywhere in the world).
- Cognitive and experiential (hands-on)
- Resourceful and innovative (up-to-date web sites and targeted resources are included for each phase)
- Multidimensional (can be used for global, regional and, individual country markets)
- Can be used from anywhere in the world with internet connections
- Ability to generate reports, provide feedback, and keep scores as shown in Figures 3 and 4

Figure 3: Generate Reports

Figure 4: Score and Comments

Teaching Suggestions

The suggestions below are based on the author's eleven years of classroom and training experience with GMMSO software and that of other colleagues.

1. Review the GMMSO prior to assigning it to your students for the class project.

2. Assign it early, that is, the first or second week of classes.

3. Assign it as a group project (up to five students per group). Individual assignments should also be considered on a case by case basis, depending on circumstances.

4. Recommend an industry and publicly held companies or provide a list of companies to choose from.

5. Require a project proposal consisting of Module 1.1a–1.2.e.

6. Allow students to work on the project during class time (if you teach an online course specify a time students can contact you with project related questions).

7. Visit with the groups while working on the project in class.

8. Have deadlines for the completion of each module along with the final project.

9. Consider grading each module separately and giving students feedback.

10. Since this is a group project, grade the group site only. Tell your students to use the individual site for recording their notes and keep track their contribution to the group project. As an instructor you are able to access both sites.

11. Challenge students to search for answers instead of expecting answers with the click of the mouse (they will learn a lot in the process)!

12. Ask students to review the User Guide, Case Examples, Resources, and Glossary before they begin working on the project. Glossary terms are hyperlinked in all four modules.

Summary: the Growing Role of Technology

The twin engines of global economic development, information technology and globalization, have accelerated the growth of web-based pedagogical resources and revolutionized the teaching and learning methodologies through the use of the internet. Research evidence seems to indicate that one of the immediate consequences of increasing adoption of technology into the classroom is the shift from lecturer and lecture discussion to student-centered learning (Marcus, 2006). It is important to mention that this is a key aspect of the GMMSO system analyzed in this paper. Recent research by Samarawickrema and Stacey corroborate previous studies showing that innovation and technology adoption in teaching and learning provide "effective, efficient, relevant, interesting, learner-centered, web-based learning experiences" (Samarawickrema & Stacey, 2007: 317). Several surveys (Gomes & Janavaras, 2008; Janavaras, 2007; Janavaras, Gomes, & Young, 2008) have proven that the software enhanced the skills of the students, such as critical thinking, web-based research, team working, and decision making. However, further research is needed in the area of PBL and interactive learning to determine the benefits and pitfalls associated with web-based software and other simulations. It is recommended that instructors and business practitioners who use the GMMSO software are also surveyed in order to determine their opinions and experiences with the software.

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Appendix

Sample Project Assignment (50% of the course grade!)

You will be using the Global Marketing Management System Online (GMMSO) for your group project (www.gmmso3.com). The GMMSO is a web-based global marketing/management research and strategic planning tool. It will enable you to:

1. Conduct a situation analysis of a company, Module 1.
2. Determine best country markets for your company's products/services, Module 2.
3. Perform in-depth market and competitive analysis, Module 3.
4. Develop a marketing plan, Module 4.
   NOTE: You are provided with detailed step-by-step instructions, user guide, glossary and sample cases along with the web sites designed to assist you with the completion of the project, all on Online!

After you register individually as explained above, you will be assigned, on a random basis, to a group of 3-4 students. As a group, you must:

A. Decide on a company/industry (click on Module 1.1) and select one product or product line (if you company has more than one product line) for your project. Make sure to research your company/industry before you decide on the one**.** You may want to select an existing US or foreign based company (it does not have to be involved internationally) within the chosen industry.

B. Although this is a group project, it will be in your best interest to review the GMMSO on your own before you start working on it. Go to the Navigation bar and click on and review the "User Guide, Do's and Don'ts, FAQs, Resource Sites, Sample Cases and Glossary".

CAUTION: 1). *In order to save the information you enter, make sure to Click on Save every time. 2). To be on the save side, I strongly recommend that you copy and paste the information you enter into the GMMSO on a Word document in the event the system goes down for whatever reason.*

C. Group Project Proposal: The Project Proposal consists of Module 1.1a - f and 1.2a – e (See Assignments for the due date). The Instructor will review the proposal and respond using the Comments function of the GMMSO.

D. Group Project Evaluation and Grading (Modules 1-4 Reports, Executive Summary and Bibliography). Upon completion of each of the GMMSO project components (See Assignment Schedule for due dates), the Instructor will review each one, provide feedback and respond using Comments function of the GMMSO. The final grade will be determined and entered at the end of the semester, that is, after the entire project has been completed. In the event you have questions as you work on the project, you can e-mail me.

Make sure that you complete the following project components:

- A company situation analysis, Module 1 (20 points)
- Country selection and evaluation, Module 2 (20 points).
- An in-depth market and competitive analysis of the top two countries and selection of the best one, Module 3 (points).
- A marketing plan to be used in the country you have selected, Module 4 (20 points).
- Bibliography, see navigation bar, (10 points).
- Executive Summary, see navigation bar, (30 points).

Grading Criteria: The criteria to be used in grading the GMMSO project are as follows:

- Strategic and critical thinking — 30% weight. Papers that focus on description and historical explanation will be considered unsatisfactory.
- Quality of research and information sources and data bases — 20% weight.
- Thoroughness — 30% weight. You must follow through on all parts of the GMMSO.
- Knowledge of and the ability to apply and integrate business fundamentals as taught through this and all other courses — 10%
- Proper and correct English. All assignments are expected to be free of typing errors and grammar — 10%

Software Registration: You must register individually (No later than Monday, May 17th at 5:00 p.m.) by using a Purchase Code provided or e-mail to you by the Instructor). To register and to begin working on the class project do the following:

- Enter: http://www.gmmso3.com , click on Student enter your Purchase Code, complete the Student Registration Form (Institution: Minnesota State U, Mankato; Instructor: Basil Janavaras; Course: IBUS/MRKT428, Fall 2011, Section 01) and click Submit.

- After you have completed your registration successfully, you will be able to access the system using your username and password for both the Individual and Group sites (You will be assigned to a group consisting of 3-4 members after successful registration). If you have any registration related problems, e-mail me at basilj@janavaras.com.

Basil J. Janavaras (basilj@janavaras.com) is a Professor of International Business at Minnesota State University, Mankato, MN, USA. Dr Janavaras is the author of "Global Marketing Management System" book (Pearson Education, Inc, 1998) and co-author of "International Marketing Strategy" book (Rosili, 2010). He has also developed web-based software such as: Global Marketing Management System Online (www.gmmso3.com); Export-Import Management System Online (http://www.eimso.com/www.eimso2.com); Global Market Potential System Online (www.gmpso2.com) and one of the three developers of the Strategic Planning Software, http://planning-strategy.com. He is the founder and president of JAI, Inc., (www.janavaras.com) and www.JanavarasEnterprises.com.

Reductionism in an International Entrepreneurship Game

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WHY DO NATIONS TRADE? I ask this question of my international business students just after the mid-semester exam, when the international entrepreneurship game that I administer, GEO, has reached period 20 of its 160-period duration. The students always give me the usual answer: Nations trade because some nations do not have what other nations have, and when they do, they trade because they differ in the cost of production. I then ask them what would happen if all nations have what all other nations have and if production costs the same everywhere for everything. Would there be trade? Given their answer to the question of why nations trade, the logical response would seem to be *no*, there would be no trade. I then show them a panel from the game that they have been playing, an example of which is shown in Figure 1. I point out that nation Alpha has sold 23,136 units of services, of which 18,515 units were exported, while at the same time it has imported 16,004 units of services. If trade is due to scarcity and differences in the cost of production, how is it possible for Alpha to have traded so much in services, when the services are equally available and the cost of producing the services are the same among the nations of the game?

Figure 1. Panel of Trade Data
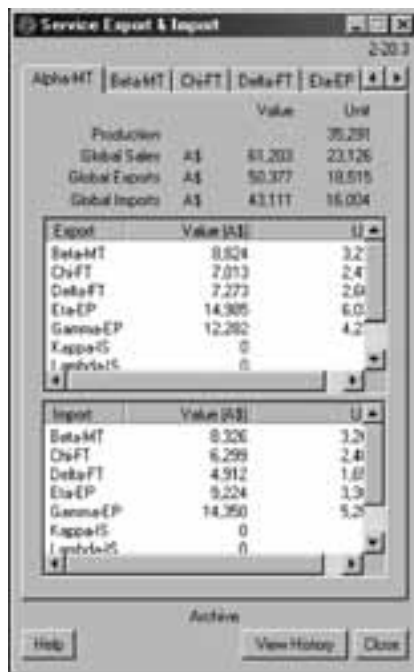
By raising the question of why nations trade when their products and environments are identical, I confront my students with the fact that trade requires no comparative advantage, a fact seemingly obvious when pointed out, but one to which they have been blinded by acculturated theory. They cannot deny the data, because the data arose from their own activities. They found, managed, and set policies for the firms that produce the services, and they are the customers who buy those services, so the data are meaningful to them.

The students generated the data by creating a global economy in the context of the game, an economy that is a reduced representation of its everyday-world counterpart. The economy of the game is small, consisting only of them. Nonetheless, the representation is a genotypical one, because both the economy of the everyday world and the economy of the game are composed of the same controlling element: people. The computer plays a part in the game, but the computer's role in the game is the same as the computer's role in the everyday world – the computer assists. The computer assists by registering participants, keeping scores, and changing the decisions each player is able to make based on the roles each player acquires and relinquishes as the game proceeds. In type, the game is a computer-assisted, total-economy, individual-scoring, Internet-based game, accessible at any time and from any place with an Internet connection.

## Configuration and Administration

I configure the game to distribute students randomly and evenly across six nations: two nations with a strategic trade policy, two nations with a free trade policy, and two nations with an export promotion policy. I require the students to work within their assigned nation until about period 48, after which they are free to migrate among the nations. By then, they will have data to help them with their migration decisions.

I administer the game to advance in phases. The students register in Phase 0. Immediately after registration, I instruct them to enter bids for the products that the economy will produce. I tell them that their scores in the game increase with the *utils* they virtually consume when they buy the virtual products of the game, but on a declining basis, so their scores increase less per util as their consumption increases. I show them how to bid for the products. Some products are worth more utils than other products. The program limits bid prices in proportion to the product's util value. For a 1-util product, the limit is $10 per item; for a 4-util product, the limit is $40 per item; and so forth. I tell them that they must bid, because if they do not, the program treats them as inactive players. Inactive players do not receive the periodic $100 cash distribution from their governments that active players receive. Given these forceful instructions, almost everyone bids for every product, but some bid lower and others bid higher. Their bids constitute the demand curve for each product.

At registration, each student receives a beginning cash balance just sufficient to found a service firm, which produces service products that cannot be inventoried. I show the students how to found a service firm, to employ themselves as their own firm's manager, and then as manag-

er, to employ themselves as their own firm's sales agent. The job of the sales agent is to set the firm's sales policy, consisting of the decision between retailing their products with an invitation price and wholesaling their products with a reserve price, essentially deciding the marketing issue of place and price. I explain that the retailer sells to the first bidder at the invitation price, whereas the wholesaler sells to the highest bidder at the bidding price, provided the bidding price is not lower than the reserve price. I further explain that all trades are processed through the game's computerized clearinghouse, such that customers' bids are matched with retailers' offers before they are matched with wholesalers' offers, and that lots offered for sale at the lowest asking price are matched to offers with the highest bidding price, for maximum market efficiency. I show them the supply-demand curves of Figure 2, where the arrows illustrate the matches and the arrowheads point to transaction prices. Although my students understand supply-demand curves, because two courses in economics are prerequisites of the international business course I teach, they have not seen supply-demand curves presented this way before, so they are puzzled. Despite their puzzlement, they follow my instructions on setting their firms' sales policy, but they vary in their choices of place and price. Their choices form the two supply curves of service products.

Figure 2: Illustration of Supply-Demand Curves
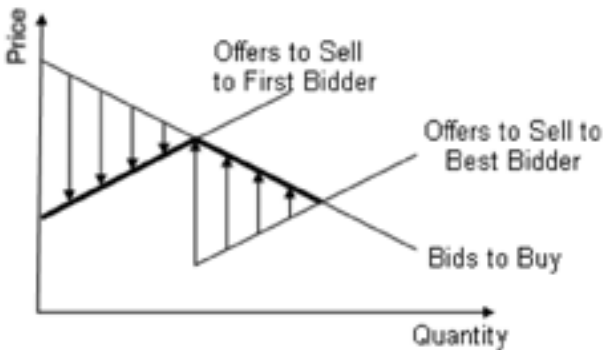
Having set their firms' sales policy, the students know what they each have chosen, but they will not know what other players have chosen until I advance the game from period 0 to period 1. At period 1, I demonstrate to them that by selecting a series of drop-down menu items from the program's main menu, they can view the period-beginning demand-and-supply panel, Figure 3A, which shows what everyone chose. The blue line they see that falls in steps from left to right is the demand curve, the left red line they see that rises in steps is the supply curve of those who chose retail, and the right green line they see that rises in steps is the supply curve of those who chose wholesale. I double-click the forward button, which animates every transaction of the market clearing process in the order in which they took place. In the first transaction, a 30-unit lot by a Gamma firm is sold at its invitation price of A$1.33 to an Alpha customer whose winning bid is A$10. In the second transaction, half of a

30-unit lot by an Alpha firm is sold at its invitation price of A$2 to the same Alpha customer, and the remaining half is sold to the second Alpha customer whose winning bid is A$10 also. At this instant in the animation, the panel appears as shown in Figure 3B, with filled rectangles (on the retail supply curve) showing the lots sold and empty rectangles (on the demand curve) showing the bids satisfied. The animation stops after all transactions have been processed, with the final panel as shown in Figure 3C. Prices (filled rectangles) follow the retail supply curve upwards and the demand curve downwards. Mean prices drop rapidly in the periods that follow, as displayed in the game's consumption-history panel, Figure 4. Mean price drops because supply increases, and supply increases because the students learn how to get their firms to produce more service products. At the same time, the students also learn how to market their service products more effectively and how to bid more intelligently for the service products they consume.
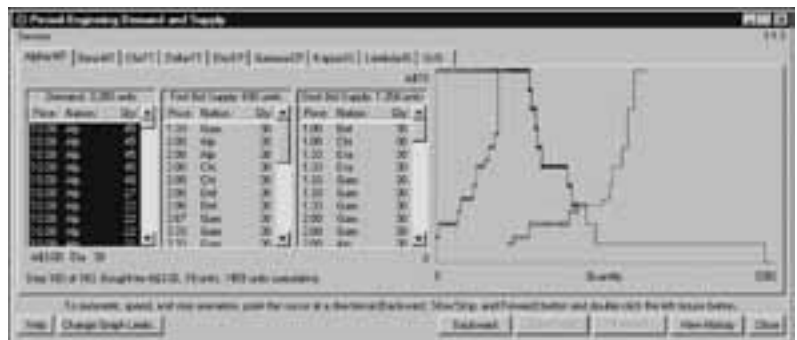
Figure 3: Market Panel at the Beginning of Period 1 (A),
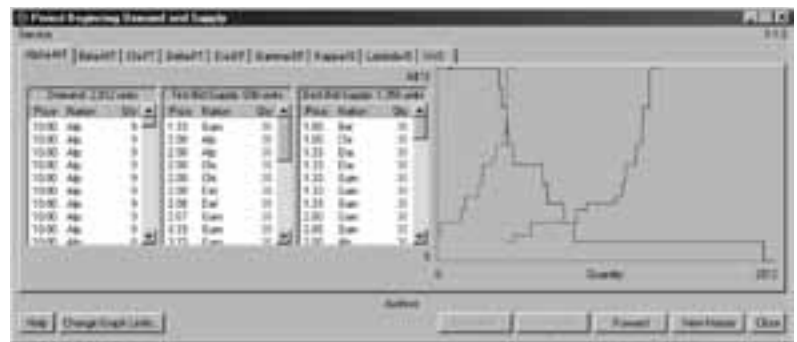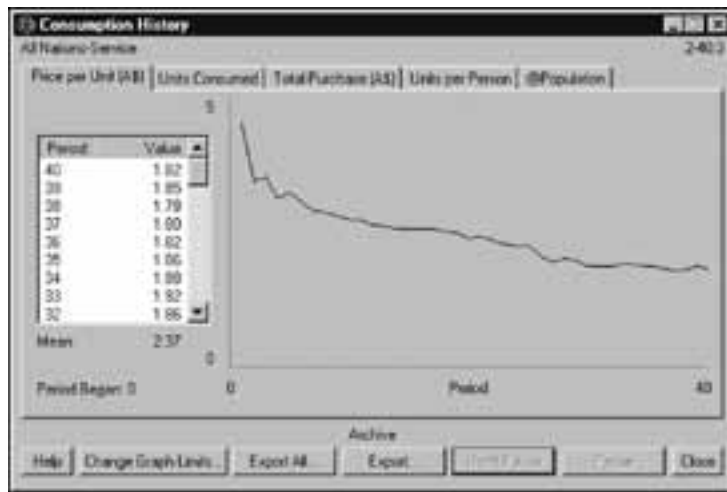

After Two Transactions (B),
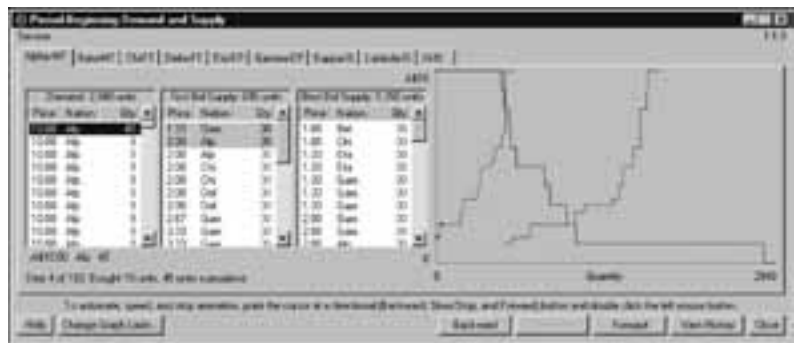
and After All Transactions (C)

Figure 4: Mean Price of Service Products Over 40 Periods

Purpose and Principles

That students learn from playing the game is desirable, but the motivation of learning is not the primary purpose of the game—the primary purpose is the motivation of reasoning. In this respect, my thinking follows Maier's (1931), who pointed out that whereas learning involves the integration of contiguous experiences and depends on the order in which ideas are presented, reasoning involves the integration of isolated experiences and depends on the goal of actions that are contemplated. The game engages students in international entrepreneurship experiences as they pursue the goal of achieving a high score. I am not especially concerned that the experiences of the game should be contiguous with textbook theories of the course I teach. I am principally concerned that the experiences should be real. That is why the game is structured such that when they buy and sell things, they buy and sell them from and to other players; when they hire and fire employees, they hire and fire first themselves, and later, other players. Naturally, their feelings for each other enter into their reasoning of what actions are best for their own selves, which is characteristic of real decisions people make about other people. My objective is to give players experiences that require them to reason about what they are to do when their actions affect other people, an objective that requires experiences that are real.

Even so, not all aspects of the game can be real. Death, for example, is necessary for a perpetually vibrant economy, for without death, those with wealth would never relinquish their wealth and those without wealth would be held down by their increasing disadvantage as wealth begets more wealth. Death is an aspect of the game that cannot be real, so the game models death. In this model, players pass through multiple life cycles and are allowed to specify when each of their life cycles will end. The game models death as a deterministic phenomenon.

A stochastic model of death might be more realistic, but a deterministic model is less capricious. In the game's deterministic model, each player receives a cash distribution each period for the first 40 periods of each life cycle. Each player can choose to end each life cycle at or after the 40-period mark. When a life cycle ends, the player relinquishes all wealth and is transitioned into a new life cycle, where the player receives anew a cash distribution each period for another 40 periods. Accordingly, the rational course for players who have no wealth at the 40-period mark is to end their virtual lives right away, because if they continue their lives beyond the 40-period mark, they would have no cash with which to purchase consumer products to increase their scores. On the other hand, the rational course for players who have wealth at the 40-period mark is to liquidate their wealth and spend their liquidated wealth to purchase consumer products to increase their scores, over fewer or more additional periods depending on whether they have less or more wealth, before moving on to their next life cycle. Concomitantly, each life cycle is an opportunity to excel, so each player has multiple opportunities to do well in one game, which helps to keep the low-performing players motivated and the high-performing players challenged for the entire duration of the exercise. So, realism is nice, but reality, when permissible, is better. Minimizing capriciousness and maintaining the players' motivation to do well are essential.

Aspects of the game that are real, besides international trade, employment, and greenfield investments, include brownfield investments through mergers and acquisitions, foreign exchange speculation, cov-

> *" That students learn from playing the game is desirable, but the motivation of learning is not the primary purpose of the game – the primary purpose is the motivation of reasoning. "*

ered-interest arbitrage, networking, migration, and democratic control of economic policies. The details of how some of these aspects are incorporated into the game are covered in Thavikulwat (1997, 2009, in press), Thavikulwat and Chang (2010, 2011), Thavikulwat, Chang, and Sanford (2008), and Thavikulwat, Chang, and Yu (2009).

Teaching Tool

Inasmuch as GEO encompasses many international business issues, the game may be viewed as a teaching tool comparable to a collection of international business cases. The pedagogical effectiveness of games relative to cases has been supported by many studies (Wolfe, 1997), but the principal consideration of international business professors in

using GEO may be whether or not the professor wishes to be an early adopter of the game for a course in which such a game has not traditionally been used. To facilitate adoption, I do not charge for academic usage. Course schedules and content of academic participants generally overlap sufficiently to allow students of different classes to participate jointly in a single event, so the marginal cost of adding an academic user is usually small. Commonly, an event involves both graduate and undergraduate students, as well as students taking junior-level international business and senior-level strategic management courses. Most events are scheduled for an entire semester, but I can accommodate those who would like their events to span a shorter or longer duration.

Participants must learn how to play the game before they can become engaged in the game, so academic adopters of GEO should plan on allotting about one-quarter of GEO's activity duration to presenting guided instructions, during which each participant is enabled and urged to follow the instructor's demonstrated example, either on site in a computerized classroom or online using conferencing software. Presentation slides, step-by-step narrative instructions, context-sensitive help, and audio visual instructions are supplied through the GEO computer program, so printed instructional materials are not needed. Additional information on GEO features are discussed in Thavikulwat (2010), and a demonstration version of GEO is accessible from http://pages.towson.edu/precha/geo/.

Future of Business Games

Looking beyond the value of games as teaching tools, as business games are enhanced to include more aspects of reality I expect that business games will become more accepted both as a method of assessing business education and as an essential foundation of business research. The assessment application of business games is closely related to business games' root as a pedagogical tool, but the research application of business games may be especially far-reaching, for business scholars surely will not continue forever to rely only on cluttered field settings to test their theories, while ignoring the possibility of testing theories in uncluttered game settings. Certainly, the game setting is reduced in complexity from its everyday world counterpart, but reductionism is advantageous for both education and research, because reduction simplifies. Simplicity clarifies relationships and demonstrates their universal application.

For example, GEO can be used to investigate the question, "What determines the international success and failure of firms?" that Peng (2004) identifies as the long-run core question of international business. GEO allows a firm to be founded as a subsidiary of a local firm or a foreign firm, so the question can be narrowed down to "What is the effect of parental nationality on the success and failure of subsidiary firms?" Some firms are founded in a nation with a pure export-promotion policy whereas other firms are founded in a nation with a pure free-trade policy, so the question also can be narrowed down to the classical one: "What is the effect of trade policy on the success and failure of firms?"

These questions can be answered in the uncluttered generic context of the game. Inasmuch as each answer begets a new question, the extent to which the answers should apply to the universe in space and time would be the follow-up question. In this respect, the answer from a generic context is advantaged over an answer from a specific context, such as a sample of Fortune 500 firms in the year 2010, because every context is generic at its base, which is why reductionism is the dominant research paradigm of chemistry and physics.

Returning to the issue of why nations trade, I explain to my students that, actually, nations do not trade; firms do. Firms export their products when their customers reside in other nations. When most of their customers reside in foreign nations, the firms will export most of the items they produce. Comparative advantage is unnecessary; competitiveness suffices. The explanation should appear to students as simple, clear, and universally correct, for every space and every time.

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Tools: SWOT in International Business Revisited

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THE USE OF SWOT (or Strengths, Weakness, Opportunities, and Threats) analysis continues to permeate the academic literature as an ever-popular planning tool for strategic planning. By listing favorable and unfavorable internal and external issues in the four quadrants of a 2 x 2 SWOT analysis grid, planners can better understand how strengths can be leveraged to realize new opportunities and how weaknesses can slow progress or magnify organizational threats. In addition, SWOT's simplicity and catchy acronym perpetuates its usage in business and beyond as a way to assess alternatives and streamline complex decisions.

This popular tool is ubiquitous in usage by business students, consultants, practitioners, and even academicians. When examining the literature over the last decade, it is clear SWOT analysis has been extended beyond implementation in individual companies to an assessment of countries and global industries. This article focuses on SWOT's use in an international context in current research.

Given the critics of SWOT who question its superficial lists as vague and simplistic and not matching today's complexity, the tool has proved dependable in its use, at least in the initial stages of "kick starting" the strategic planning process. Reviewing academic (peer-reviewed) research from the last decade (see Helms & Nixon, 2010) included in the ABInform Global® database using "SWOT" as the search criteria, some 67 of 141 articles emerged that use SWOT in an international environment or arena. The last ten years was chosen as an important time frame to judge both the usage of the SWOT tool and modifications in its usage over time, given the changing international landscape and the emphasis on strategic management. Through an iterative process, the international studies were grouped into clusters based on their focus areas.

International Applications of SWOT

As shown on the attached tables, SWOT analysis emerged internationally at the organizational level (Table 1), at the global industry level (Table 2) and at the country level of analysis (Table 3).

Individual Studies

Individually the global studies were further subdivided by industries and included four education studies, three healthcare, government and non-profit, and three studies that compared two or more organizations. In education in the United Kingdom, Taiwan, and Hong Kong, SWOT analysis helped researchers with analysis and was combined with multi-criteria decision analysis, weighting of SWOT variables, iterative resource-based planning, and even combined with the balanced scorecard and quality function deployment. These studies illustrate that while SWOT analysis alone may not be sufficient for the level of analysis required, it can easily be a starting point or combined with other management or quality tools.

The healthcare, government, and non-for-profit uses ranged from the United Kingdom's National Health System Hospital, the Hsin-Chu City Government of Taiwan, and the Pukekura Public Park in New Plymouth, New Zealand. SWOT was again employed with other models including quality assurance and Porter's Five Forces and was even used to improve leisure focus and program development in a popular New Zealand park. Administrative placement of departments is not typically an area of analysis in the strategic management literature, but interestingly universities in Korea and Australia used the SWOT framework tool to plan placement of information systems departments. While usage of SWOT in management textbooks is almost exclusively at the firm level, studies in the past decade have compared more than two companies or entitles. Micro-firms in Scotland were studied as to their life cycle performance and employed SWOT. SWOT was again a tool combined with Porter's Five Forces and value chain analysis for four global cosmetic companies – Avon, Revlon, Max Factor, and Estee Lauder.

Industry Studies

What is most surprising about the global studies is the use of SWOT to analyze an entire industry. In typical usage, strengths and weaknesses are internal to a company under study while opportunities and threats list events and issues in the external macro-environment for an industry. In the international research focused on SWOT analysis of a country, and not an individual company, classification of variables is different. Macro-environmental forces that would be an external threat or opportunity for a company are components that would exist within a country and are thus classified as internal strengths and weaknesses. So clearly the usage and application has been adjusted and modified to fit the global industry situation.

Twenty-three studies using SWOT considered an industry solely within one country as shown in Table 2. These ranged from analyzing efficient gasoline consumption by the Iranian Transportation and Energy Commission to assisting with analysis and strategies for the introduction of a new drug by the UK pharmaceutical industry, to development of the Chinese Counseling Psychology profession. Tourism too was a popular area of focus. In examining two or more countries, nine studies employed SWOT, at least as a starting point for their industry analysis of information systems, cosmetics, cable television, sports betting, e-commerce, and hydraulic power generation.

Country Studies

In Table 3, 23 country-focused studies are listed either alone, comparing two countries, or comparing more than two countries. SWOT provided the basis for analysis and was again often combined with other popular tools of strategic analysis. The diversity ranged from developing to more developed countries and included China, Japan, Russia, Taiwan, Hungary, Australia, Canada, Turkey, and India. The studies too examined various challenges and trends of particular areas of focus throughout the entire country.

What We Have Learned about SWOT's Global Reach

From this growing body of literature using SWOT analysis in global settings, we have learned the popularity of the tool is growing and has been extended beyond the mere tool for developing individual company strategies by matching strengths with opportunities while minimizing internal weaknesses and avoiding threats. The studies too seemed to accept the limitations of the brainstorming tool and combined SWOT with additional analytical tools and methodologies including group decision support systems, balanced scorecard, analytic hierarchy processes, cluster building processes, business performance, appreciative inquiry, benchmarking system modeling, knowledge-based systems, and resource-based views.

What Should Be Next

Given the growth and extension of the tool, the next step is research should lead to theory building. SWOT lacks quantifiable validation, which is necessary for theory building, and must be subjected to formal, empirical theory testing. There is a tendency in other business fields, according to Schmenner (2009), to draw up new theories without ever rejecting old ones. As a conceptual framework, SWOT varies among the type of elements considered in each quadrant. It varies based on the company, country, or industry to which it is applied. Academic studies should link SWOT with other tools and assess the order and benefit in using the tools either sequentially or in combination to improve organizational performance and industry understanding. If SWOT remains as an initial screening tool, additional guidelines for classifying strengths and weaknesses, in particular, for a country or entire industry are needed for consistency in its usage.

While this article considered the usage of SWOT as published in the academic, peer-reviewed literature, the search of ABInform Global during the same time period (June 1, 1999 to June 30, 2009) revealed 2,129 total entries that used the keyword "SWOT" as an index term. This includes magazines, trade publications, newspapers, reference reports, dissertations, and working papers. Further classification of these entries could hold even more usages of SWOT in a global setting from the practitioner literature.

Teaching SWOT on an International Level

Given the growth and pervasiveness of SWOT analysis as a go-to technique in the strategic toolbox, professors who teach IB should start with this familiar tool in a variety of courses and situations. Given its use in a variety of settings and analysis, it has a myriad of teaching and consulting uses. In courses on international business or economics, where students scan selected countries for analysis of their business environment, SWOT can be used to quickly assess the country and can be the basis of a short summary presentation. In international management or global strategic management or marketing courses, SWOT becomes an initial screening exercise for case analyses followed by Porter's Five Forces analysis, value chain analysis, balanced scorecard, resource-based views, and other more sophisticated analysis tools. SWOT's usefulness in class situations is to begin the case discussion, and it often can provide an opportunity for reluctant speakers to more easily add to the dialogue.

In consulting situations, SWOT it is often a way to engage managers and employers in profiling both the international organization and its external macro-environment. As such SWOT becomes a useful starting place for brainstorming and creating dialogue about a company, an industry, or a comparative country situation. Because it is only a point-in-time exercise, it must be combined with other strategic analysis tools or at a minimum, ranked and assessed on the relative importance of the variables in each of the four quadrants of the SWOT matrix. In summary, SWOT has been and will continue to be a useful tool for international business analysis in the classroom and in the field and its simplicity should not overshadow its inherent value.

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Table 1: SWOT Analysis by International Organization

Affinity Cluster	Level	Focus of study	Methodology	Reference
Organization	Individual	Education: Shih Chien University (Taiwan)	Multi-criteria decision and SWOT and weighting	Hai & Tsou, 2009
		University of Warwick (UK)	SWOT to iterative resource-based planning	Dyson, 2004
		Vocational Training Council's Hong Kong Institute of Vocational Education	SWOT with balanced scorecard and Quality Function Deployment (QFD)	Lee, Lo Leung, & Ko, 2000
		Open University (UK)	SWOT reflective systems theory analysis	Maiteny & Ison, 2000
		Healthcare, Government, and Not-for-Profit: National Health System (UK) Hospital	SWOT as part of Assessment of Models of Quality Assurance	Higginbottom & Hurst, 2001
		Hsin-Chu City Government of Taiwan	Porter's theory, SWOT & competitive advantage	Chang & Lin, 2005
		Pukekura Public Park in New Plymouth, New Zealand	SWOT to improve leisure focus and program development	Wrigley & Gould, 2002
		For-Profit Companies: Air China	SWOT & TQM implementation	Ahmed, Zairi, & Almarri, 2006
		Cadbury Schweppes	SWOT for marketing strategies	Vrontis & Vignali, 2001
	Two Organizations	Universities – Information Systems Queensland and Korea	Perceptions of differential administrative placement using SWOT	Gable, Smyth, Lee, & Han, 2007
	More than Two Organizations	Life cycle performance in Scottish Firms	Interviews of micro-firms using SWOT	Smith, 1999
		Avon, Revlon, Max Factor, and Estee Lauder Cosmetics Companies	SWOT, Porter's value chain and five forces and financial study	Anonymous, 2007b

See Helms and Nixon (2010) for the complete references of studies listed in the table.

Table 2: SWOT Analysis by Global Industry

Affinity Cluster	Level	Focus of study	Methodology	Reference
Global Industry	One Country – Outside the US	Iranian Transportation & Energy	SWOT to analyze efficient gasoline consumption	Jafari & Baratimalayeri, 2008
		Iranian Power Industry	Prioritizing long term planning through SWOT & IE matrix & benchmarking seven successful countries	Razmi, Ghaderi, Zairi, & Keyno, 2008
		Greece, Olive Oil	Marketing mix & SWOT for case study	Blery & Sfetsiou, 2008
		South Africa, National Mapping Org.	External micro-industry analysis with internal value chain & SWOT	Denner & Oosthuizen, 2008
		Barbados Healthcare	SWOT and AHP	Dey & Hariharan, 2008
		UK Pharmaceutical	SWOT analysis & strategy for new drug introduction	Terblanche, 2008
		Vietnam Construction	BSC & SWOT for contractor effectiveness	Luu, Kim, Cao & Park, 2008
		Taiwanese Professional Service	Porter's Five forces plus cost leadership & differentiation	Ou & Chai, 2007
		Finnish Maritime Industry	Transfer & manage information using SWOT	Ryynanen & Jansson, 2007
		Hong Kong Counseling Psychology	Growth & development of profession by SWOT	Leung, Chan, & Leahy, 2007
		Chinese Counseling Psychology	Development of profession	Hou & Zhang, 2007
		Canadian Counseling Psychology	Vision for the future of the psychology profession	Young & Nicol, 2007
		Korean Counseling Psychology	History, research, clinical training & placement using SWOT	Seo, Kim, & Kim, 2007
		Singapore Counseling Psychology	Development & opportunities for profession using SWOT	Leong & Savickas, 2007
		Portuguese Counseling Psychology	Status & direction of profession	Duarte, Paixsao, & Lima, 2007
		Australian Counseling Psychology	Analysis plus vision for field using SWOT	Pryor & Bright, 2007
		South African Counseling Psychology	Analysis using SWOT for the profession in South Africa	Watson & Fouche, 2007
		Chinese Tourism	Development pattern of tourist industry	Miaoyan, 2007
		Portuguese Tourism	Trends in industry	Ramos, Salazar, & Gomes, 2000
		Taiwan Information Industry	Competitive analysis of industry	Lin & Hsu, 2006
		Textile/Hong Kong	Current & future for fashion & textile industry	Tam, Chan, Chu, Lai, & Wang, 2005
		Chinese Garment	Benefit of WTO to industry & challenges	Chen & Shih, 2004
		Hong Kong Banking	Strategy formulation using SWOT, BSC, Sun Tzu's Art of Business Management	Ko & Lee, 2000
	Two or more	World market/sports betting	Analysis of new betting exchange market using SWOT	Koning & van Velzen, 2009
		Australian/Korean Information Systems	SWOT to determine information systems (IS) department placement within four universities	Anonymous, 2007a
		U. S./India Information Systems	SWOT & Porter's Five Forces analysis	Kumar, 2007
		Cosmetics	SWOT, Porter's value chain & five forces	Kumar, Massie, & Dumonceaux, 2006
		Cosmetics	Current & future for industry using SWOT & financial analysis	Kumar, 2005
		Cable TV/US & world	Strategies using SWOT, value-chain analysis, BCG product portfolio matrix	McGrail & Roberts, 2005
		EU Telecommunications	Future of universal service using research plus SWOT	Blackman & Forge, 2008
		SE Europe E-commerce	Success factors using SWOT	Papazafeiropoulou, 2004
		Hydraulic power generation	Development & design of market segments	Schwery & Raurich, 2004

See Helms and Nixon (2010) for the complete references of studies listed in the table.

Table 3: SWOT Analysis by Country

Affinity Cluster	Level	Focus of study	Methodology	Reference
Country	Alone	Venezuela	Analysis using SWOT & goals for reform	Duarte, Ettkin, Helms, & Anderson, 2006
		Export of BPO Services/India	Survey and analysis of BPS using SWOT	Rajeev & Vani, 2009
		Foreign Direct Investments/Bangladesh	Strategy for FDI using SWOT	Salman, 2009
		Business Process Outsourcing/ India	Analysis and challenges using SWOT	Mehta, Armenakis, Mehta, & Irani, 2006
		Offshore Outsourcing/India	Trends in IT using SWOT	Nair & Prasad, 2004
		Capitalism/China	SWOT analysis to provide US firms opportunities	Lin & Lin, 2008
		E-Government/ Turkey	SWOT & AHP to deter-mine & evaluate strategies	Kharaman, Demirel, & Demirel, 2007
		Water Quality/ Australia	Efficacy of boards of mgt	Robins & Dovers, 2007
		Strategic Planning/Turkey	Economic forecasting, SWOT, financial analysis	Dincer, Tatoglu, & Glaister, 2006
		Rapid Prototyping/ South Africa	Development of RP	Campbell & De Beer, 2005
		Hotel industry/China	SWOT for hotel reform	Yu & Huimin, 2005
		Consumer Studies/Finland	Perceptions of majors	Turkki, 2005
		Communication/Japan	SSM, SWOT, BSC for strategy	Ishino & Kijima, 2005
		Entrepreneurship/Japan	Current & growth trends	Helms, 2003
		Software/Australia	Differences in micro-, small, and large firms	Bernroider, 2002
		Franchising/Russia	History, development & future using SWOT	Anttonen, Tuunanen, Alon, 2005
		Internet Market Segmentation/Taiwan	Critical success factors implementing IMS	Lin, Luarn, & Lo, 2004
		Quality/Hungary	QMS based on SWOT	Molnar, 2003
		China	Plant location decisions using SWOT	Helms, 1999
	As a Pair	Intellectual Capital in Spain/Portugal	SWOT to guide local decision making	Palacios & Galvan, 2006
		Export US/Canada	Relationship between strategic analysis & export behavior in SME's using SWOT	Prefontaine & Bourgault, 2002
	Multiple Countries	Service Nonprofit	Applicability of SWOT, BSC, KBV, RBV & core competency and IC	Kong, 2008
		Intellectual Property for China/US/EU/Japan	Rights infringements using SWOT, comparative studies for industrialized nations	Kumar & Ellingston, 2007

See Helms and Nixon (2010) for the complete references of studies listed in the table.

Editorial Policy

AIB Insights is the Academy of International Business official publication that provides an outlet for short (around 2500 words), interesting, topical, current and thought provoking articles. Articles can discuss theoretical, empirical, practical or pedagogical issues affecting the international business community. The publication seeks articles that have an international business and cross disciplinary orientation with IB researchers and faculty as the intended primary audience.

Authors should highlight the insight of their article in the first paragraph. They should prompt the reader to think about international business and international business teaching/learning in new ways. Articles sought should be grounded in research, but presented in a readable and accessible format.

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5. Internationalization of the curriculum

6. Innovative approaches to teaching international business

7. Teaching pedagogy and content articles

8. Other topics of interest

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